

# The Behaviorist School

## *Administrative Message*

Here at the behaviorist school we are dedicated to the pursuit of excellent education and just as importantly excellent behavior. Our highly regimented curriculum is reinforced through a system of constant feedback that trains the children to become great students and even better adults. Our highly regimented program teaches our students everything they will need to succeed in the real world by creating a desire to please others.

Our graduates are exceptionally positioned to benefit from the empty and ineffective management methods currently employed by the majority of American companies. While mass produced certificates of appreciation and cheap Chinese trinkets may be sneered at by most cube workers, the graduates of The Behaviorist School are more than happy to put in the extra work for a little recognition. Our teachers have an endless supply of awards ready to give away at the precise frequency to maximize performance. This isn't their only tool however; all of our teachers have been extensively trained so as to stay on tasks at all times and to never deviate from schedule, modeling exactly the types of behaviors that corporate America rewards most often.

At most schools the students are taught to fight peer pressure, but not at The Behaviorist School! Following the crowd is exactly the type of behaviors that is expected and rewarded here at the behaviorist school. We believe that this better prepares them for management level jobs in corporate America where the most important attributes are agreeing with your boss and hiding your mistakes. Like the Chinese say, 'the nail that sticks up the

furthest gets hammered down first!' Our emphasis on social pressure also allows for us to maintain a strict discipline standard without unduly burdening our classroom teachers or parents. Using techniques adapted from the Great Proletariat Cultural Revolution in China and the Stanford prison experiment we have weekly 819\* sessions where students have a chance to nominate themselves or others to be subjected to public shaming in front of the entire school for violations of the behavior contract. For those parents interested in implementing a public shaming system at home, we have background materials in the office detailing its use during the Cultural Revolution and the Stanford experiment as well as ideas on how to implement the system in your home.

We will have an informational session the week before school starts on the differences between positive reinforcement, negative re-enforcement, punishment and extinction. Your children's academic contracts for the year will be passed out as well; don't forget to get all of four of them. Those parent's unable to make it, will be recognized at the meeting as not caring about their child's education and will need to speak to the principle before they can receive the materials.

*\*named after prisoner 819, the worst prisoner in the Standford experiment*



*Photo by woodleywonderworks*



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## ***Music at the Behaviorist School***

The Behaviorist School offers beginning, intermediate, and concert band and choir. Each student is assigned an instrument or a vocal part. To ensure success, all students are observed and assessed on a daily basis. As soon as a student enters a music room, we at The Behaviorist School condition for success.

From the beginning, we stimulate students to perform the correct behaviors to produce beautiful music and increase intellectual ability. We model the precise way to sing and play instruments so each student absorbs the correct behaviors. We use cueing to inform them how well they are doing. This lets us have a large number of students in each class period.

To shape behavior, we have a nurturing environment with use stimuli and/or rewards, consequences, positive and negative reinforcement, and positive and negative punishment. We stimulate our students by playing them professionally performed music and letting them know this can be achieved with practice and conditioning, with privileges, and with free A's on test for

certain excellent behaviors. The consequences can be positive or negative depending on the situation. Negative consequences result in detention, a phone call home, or missing free time. Positive consequences result in snacks and praise. The positive and negative reinforcements are the free A's for the latter reinforcement, and privileges for the positive reinforcement. Students will get to go to lunch first, have more free

time, or get to lead the class on a piece. The positive and negative punishments result in giving the student detention or they will miss free time.



[www.b9uk.com](http://www.b9uk.com)

The process of learning is very important to us, because we believe it will best serve our students' success. The behaviors need to be modeled and observed, a positive environment has to be established, good behavior must be reinforced, behavior patterns develop, rewards become less frequent, and they are constantly evaluated on their progress.

The reason rewards become less frequent is because as students grow older, the behaviors become rules that shape them, proving their intellectual growth. Therefore, they will no longer need as many rewards. The behaviors become second nature. This is what we strive to achieve for every student at The Behaviorist School.

## ***US History Trivia Night***

Come one, come all! The Behaviorist High School is offering its third annual US History Trivia Night this Thursday at 6 p.m. in the Cafetorium. If you come hungry, be prepared to answer questions correctly, as this year's rewards for correct answers will include organic treats sourced from our local food cooperative. Those without the social studies knowledge provided by our school's instruction might leave hungry.

Here at the Behaviorist School, we have strict parameters for instruction, which will indeed influence the structure and content of our trivia night. Please keep in mind the following considerations prior to attending our event:

- Students who have not yet taken the US History course at the Behaviorist School will not be welcome to participate in the trivia night. They are welcome to come, but must remain part of the audience. Our reasoning behind this decision has to do with our theory of learning: students and parents will only have the appropriate content knowledge to answer the questions after going through our program. After all, how could students construct an understanding of US History without being directly conditioned to do so in our classes?
- Similarly, we will not be asking any questions outside of the US History curriculum, as that would require knowledge and skills to be transferred across disciplines.

- Slightly before 6 p.m. we will be creating teams. Not only is content knowledge rewarded with organic treats, but proper cooperation and collaboration is rewarded as well! Our school and family outreach liasons have been focusing on social skills in our community. At our school, we reward academic achievement and socially appropriate behavior. Uncooperative or unruly behavior within a team leads to automatic disqualification.

- To further promote positive social behavior, organic rewards will be given to entire groups, not to individual participants. Groups will be instructed on how to divide rewards among team members. Those not in compliance with our guidelines for splitting rewards will be excused from their provision.

- For those of you who have not attended previous trivia nights at the Behaviorist School, we make the assumption that you will likely be completely unfamiliar with the rules of the event. Participation in other trivia-like games or watching trivia shows on the television will not likely prepare you for the night's activities. Therefore, we will hold a training for novices beginning at 5 p.m. Those who did not attend our previous events and who do not show up to the training are welcome to sit in our audience, but will not be invited to participate in one of our trivia teams. We hope that those to whom this unfortunate rule applies will consider attending our training the following year!

## Instructor of the Month: Dr. Edward Lee

### ***A Note from Dr. Edward Lee***

Laws of my classroom:

1. The more frequently a specific question is encountered, the more able a student is to address it.
2. When a correct answer is followed by a pleasant reward, students are more likely to retain the information.

Language arts instruction is unique because, unlike math for example, students are not always grouped by ability. Those with very low proficiency are often found sitting side-by-side with someone who, because of prior education, seems to innately know “what sounds right.” Given this broad spectrum of ability, it is important to develop learning techniques that are effective with everyone. The *Peer Box*, which forms the foundation of every lesson I teach, is just such a technique.

A *Peer Box* consists of a group of 5 students. Four are chosen at random to sit in a square and serve as *judges*, while the fifth student becomes the *demonstrator*, and sits in the middle:

Judge		Judge
	Demonstrator	
Judge		Judge

The demonstrator is assigned a task, perhaps correcting an improperly constructed sentence, and the judges are provided with an answer key. As the demonstrator works on the sentence, the judges remain silent and refuse to offer assistance. When a judge believes the demonstrator has succeeded, he or she stands up and “releases” the demonstrator from the box.

Ultimately, those students who fully grasp a concept will produce the correct answer, and enjoy a maintenance dose of encouragement as they quickly exit the box. By contrast, those students who lack familiarity with the task assigned will begin offering solutions at random, and will likely be confined for a while. Though these students certainly feel a bit of pressure, the eventual release will offer a reward commensurate with the stress endured. The correct behavior will be strongly reinforced, and subsequent trips into the box will become progressively shorter until the concept is fully mastered.